

Pupil premium strategy statement – Sacred Heart Catholic Voluntary Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	58 (17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Alison James
Pupil premium lead	Marie Sexton
Governor / Trustee lead	Caroline Pinto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84633

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our aim is to use pupil premium funding to help us improve attainment and attendance and therefore close the gap between pupil premium and non-pupil premium pupils. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- parental engagement
- improved phonological skills
- deepening their love of maths and encouraging problem solving resilience
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in assessments, not assumptions about the impact of disadvantage.

The key principles of our strategy are that disadvantaged children have access to opportunities, teaching and support that widen their aspirations, develop their confidence and increase their cultural and STEM capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To raise aspiration amongst disadvantaged learners
2	To close the gap between PP attendance and Non-PP attendance by minimising lateness and absence.
3	To engage parents in their child's learning
4	To provide for the basic needs of children

5	To accelerate progress in Reading
6	To target and push Writing
7	To improve effective teaching questioning, modelling and STEM sentences in maths and across the curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.


Intended outcome	Success criteria
<p>Children can confidently talk about their learning and the experiences that they have had. The gap between the number of Pupil Premium children achieving expected and the number on non PP children achieving expected is narrowed.</p> <ul style="list-style-type: none"> • Kapow developed throughout the whole school. • Detailed MTP and Long Term Overviews in place which offer a broad and enriching curriculum thus allowing for knowledge goals and knowledge skills to be fully sequenced across the school. • Detailed Pupil Progress meetings with a focus on PP children. • Provision mapping, which monitors PP involvement throughout the school, was aggressively advertised to provide PP kids with possibilities for extracurricular activities and summer camps. 	<p>Newly developed medium term curriculum planning that focuses on a knowledge-led curriculum. - Subject leader training in carrying out effective pupil voice surveys. - Ongoing curriculum evaluation - Teachers / subject leaders to try and include opportunities and experiences in their wider planning. - Ongoing monitoring of PP children in pupil progress meetings with the identification of focus children where necessary. - Regular programme of monitoring and evaluation by subject leaders to include high-quality opportunities for pupil voice.</p>
<p>Develop phonological skills from EYFS through to KS2.</p> <ul style="list-style-type: none"> • Lexia training provided to staff for the implementation and tracking of our bottom 20% - some pp children included in this %. • Implementing Bridge to Spelling to build on learning from Little Wandle. • Additional staff in EYFS to raise attainment and progress across EYFS - Little Wandle phonics has proved 	<p>KS1 phonics assessment data reflects our ambition to reduce the attainment gap between disadvantaged pupils and their peers. Employ another member of staff in EYFS and target phonics in that KS. Aim to raise attainment and progress across EYFS.</p>

<p>very successful again this year with more children being able to orally blend and have confidence to have a go at reading and writing.</p> <ul style="list-style-type: none"> • GLD 2024: 60% (FSM: 71%) • Providing interpreters for parents to discuss Little Wandle and how phonics is taught at school during the first parent's evening. 	
<p>To improve attendance for disadvantaged pupils and see a reduction in PA % for pupil premium children</p>	<p>This year we would like to see a rise in pupil premium attendance in order to be more in line with our whole school target. We would also like to see the % of PA children significantly reduced.</p> <p>Monthly attendance reports - Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. - Promotion of this aim throughout the school – attendance awards, attendance figures on school reports and mention at parents evening.</p>
<p>To encourage positive relations between PP pupils and their parents.</p> <ul style="list-style-type: none"> • English language workshops for parents taking place inside and outside of school. • Office staff who is dual language to communicate with parents. • Flyers/information sent out dual language. 	<p>To have workshops where parents come into school and work with their child to increase the bond between them.</p>
<p>Develop writing skills through highly structured approaches and interventions. Children to be able to write for a variety of purposes across the curriculum.</p> <ul style="list-style-type: none"> • Targeted interventions to focus on writing across the curriculum. <p>% making progress in writing: <i>Pupils eligible for PP end of Academic Year 2024</i> Progress – 80% (48.8% Attainment) <i>Pupils not eligible for PP</i> Progress - 76.2% (56.9% Attainment)</p>	<p>Strive for end of Key Stage outcomes to show disadvantaged pupils performing as well as non-disadvantaged pupils and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p>




Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher in EYFS</p>	 <p>“Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success.</p> <p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=130&t=Teaching%20and%20Learning%20Toolkit&e=130&s=</p> <p>£38,895</p>	<p>4. To provide for the basic needs of children</p>
<p>Teaching assistant in every KS1 class each morning and at least a TA to share in years 3-6</p>	<p>Research funded by the EEF demonstrates that when TAs are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term. Classroom TAs support the teacher in the morning during the teaching of core subjects (Reading, writing and maths)</p> <p>£0</p>	<p>1. To raise aspiration amongst disadvantaged learners 4. To provide for the basic needs of children</p>
<p>Improve Teacher and TA knowledge of effective questioning and modelling in mathematics.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/maths-ks2-3/EEF_Case_Study_Modelling_Tarleton_Academy_2021-08-18-142924_kidi.pdf</p> <p>Low Threshold High Ceiling</p> <p>A low threshold high ceiling task is one which is designed to be mathematically accessible, and to have built-in extension opportunities. In other words, everyone can get started and everyone can get stuck.</p> <p>https://nrich.maths.org/10345 - research</p> <p>https://nrich.maths.org/8769 - examples of LTHC activities.</p> <p>HL to trial this approach in their classrooms to be able to feed back to the rest of the staff. Can be a starter, main activity or plenary activity. Use of ‘What’s the same?’ ‘What’s different?’ ‘What do you notice?’</p> <p>Ask children some of the STEM questions at the beginning and record responses. Ask again after 2 weeks and record responses and view the difference. Target 1 PP and 1 Non PP child so that we can assess its effectiveness.</p>	<p>7. To improve effective teaching questioning, modelling and STEM sentences in maths and across the curriculum.</p>



Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader</p> <p>Boost enjoyment of reading</p>	 <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=accelerated</p> <p>£4,198</p>	<p>5. To accelerate progress in Reading</p>
<p>Improved tracking of phonics acquisition using Phonics Tracker</p>	 <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=phonics</p> <p>£300</p>	
<p>Accelerated Progress in Year 6</p> <p>1 HLTA will be placed in year 6 class to work on small group or whole class work, so that the teachers can target groups</p>	 <p>HLTAs have been proven in the past to make a big difference to the progress of all pupils, but particularly, the LAPs.</p> <p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&t=Teaching%20and%20Learning%20Toolkit&e=154&s=</p> <p>£0</p>	<p>5. To accelerate progress in Reading</p> <p>6. To target and push writing</p> <p>7. To improve effective teaching questioning, modelling and STEM sentences in maths and across the curriculum.</p>
<p>Improved % of PP children achieving ARE in maths. Close the gap between PP and Non-PP children achieving ARE.</p>	<p>(KS1) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>(KS2) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Board games – chess club to begin after school. Board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers.</p> <p>£0</p>	<p>7. To improve effective teaching questioning, modelling and STEM sentences in maths and across the curriculum.</p>
<p>Parental</p>	<p>'The importance of parent engagement in children's learning is widely acknowledged</p>	<p>3.To engage</p>

engagement of PP students. Using team building strategies to build a positive relationship between parent and child.	(e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017): https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf Page 191 – questioning To hold parental involvement workshops in Phonics, Maths, ASD and teaching of English. £0	parents in their child's learning 6. To target and push writing
Residential trip and trips subsidy	Giving children the experience of staying away from home (sometimes for the first time) is beneficial to develop resilience. £2,607- accommodation £1,180- travel	1. To raise aspiration amongst disadvantaged learners
One trip per class - subsidised	Giving children the experience of at least one trip out to a theatre or place of interest £10,000	1. To raise aspiration amongst disadvantaged learners
Ukulele lessons in year 2	Giving children the opportunity to learn how to play a tuned instrument. £756	1. To raise aspiration amongst disadvantaged learners
Provide afterschool club-choir	Giving children the opportunity to sing in an acclaimed choir. £3,900	1. To raise aspiration amongst disadvantaged learners

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform pack to be provided for all children in	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-	4. To provide for the basic needs of children

receipt of PP	uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform Section 4. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. £4000	
Accelerated Progress in Reading KS1 and KS2 through Switch On Reading	 “One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of Extending school time or a Summer school – or as a replacement for other lessons.” The data impact report from the previous academic year. EEF Summary The first EEF Switch-on Reading trial found that pupils receiving the intervention made around 3 months’ additional progress in reading outcomes in Year 7, compared to other pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=switched%20on%20reading £0	1. To raise aspirations amongst disadvantaged learners. 5. To accelerate progress in Reading
To create a Pupil Premium register to gain an overview of the barriers and	Over this next year to development a Pupil Premium register that allows staff to view all helpful information about a PP child in one place. This has helped us to recognise and address barriers to learning promptly. It is a useful tool during Pupil Progress meetings and will aide transition between year groups and Key stages. £0	4. To provide for the basic needs of children
Monthly monitoring of lateness and attendance figures and deployment of the Education Welfare Officer (EWO) where appropriate.	This approach will ensure that persistent attendance issues are recognised early and that suitable support is put in place to minimise lost learning. £0	2. To close the gap between PP attendance and Non-PP attendance by minimising lateness and absence.
Pastoral work of Behaviour mentors Targeted work will be planned for any children demonstrating	£11,825  Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social	4. To provide for the basic needs of children

<p>challenging behaviour or behaviour which is impacting on learning</p>	<p>activities.</p> <p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit?id=151&t=Teaching%20and%20Learning%20Toolkit&e=151&s=</p> <p>We have a member of staff out of class 24/7 who's primary aim is to reduce behaviour issues in the classroom. Any children who are struggling to conform to the expected behaviour standards within school can spend time with the mentor who's aim is to ensure the child can return to the classroom in a happy and settled way. The mentor deals with issues such as SEMH, parental, behavioural, emotional, social and many more.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour%20mentor</p> <p>Already costed</p>	
<p>Free Breakfast club</p>	<p>To provide children with access to a free breakfast facility.</p> <p>Greggs Foundation pays for the food, so this cost is purely staffing.</p> <p>£6972</p>	

Total budgeted cost: £84,633

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following strategies were evaluated as successful last year through data analysis, impact within the classroom, engagement and need and these strategies will be continued in this policy:

- Parental engagement
- STEM sentences in maths
- Promote reading for pleasure
- Pastoral work of Behaviour Mentors – friendship groups,
- Accelerated progress in year 6 through use of HLTA

KS2 SATs	Reading	Exp 78.0%	GD 39.0%	Exp 74%	GD -
	Writing	76.7%	15.3%	72%	-
	Maths	88.1%	37.3%	73%	-
	Grammar	76.3%	23.7%	72%	-
	Combined	71.2%	10.0%	61%	-
	RE	71.7%	21.7%	-	-
Validated					
Average Scaled Scores:					
	Reading	Maths	GAPS		
Sacred Heart	106.2	107.0	104.3		
National	105	104	105		

Based on evaluation, the following strategies have been adapted for the new policy (24/25):

- Create a Pupil Premium register to benefit the staff and their knowledge of Pupil Premium children in their class and also across the whole school.
- Senior Leaders, support staff and staff within the admin teach are to support families understand the formality with forms and processes.
- Develop support staff CPD to enable focused interventions that target PP children.
- Further development provision mapping, including within this the attendance and barriers to learning. Coherent evaluation of this provision to be done termly.
- Closing the gap between PP attendance and Non PP attendance. Close link work with EWO to ensure PA PP families are supported.
PP attendance last year: 88% PA 24%